



SOME COMMON DIFFICULTIES IN LISTENING OF ENGLISH MAJORED FRESHMEN AT TAY DO UNIVERSITY, VIETNAM

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Abstract:

The aim of the research "Some common difficulties in listening of English majored freshmen at Tay Do University" is to figure out some major factors causing difficulties for students in listening to English. The research is carried out within 12 weeks. Participants of this study are 100 English majored freshmen course 13, chosen randomly (including students in class 13A, 13B, and 13C) at Tay Do University. During the research time, participants are given questionnaires and paper interviews to show their ideas. The questionnaire and paper interview are two main instruments of this study, which are used to gather information about students' problems facing in listening. As a result, the research through the expected outcome will show some difficulties in listening of English majored freshmen at Tay Do University that related to linguistics like vocabulary, grammar, pronunciation, accents and intonation, and background knowledge and unfamiliar topics, psychological obstacle, and the length and speed rate of speech.

Keywords: difficulties in listening, listening to English, English majored freshmen

1. Introduction

This chapter presents the rationale (1), the significance (2), and the organization of the research (3).

1.1 Rationale

In the process of today's international integration, English plays a very important role in our life. First, English is considered as an international language used to communicate and exchange information between many countries in the world. It is the official language of more than 53 countries and territories, and the second language of more than one

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billion (according to Wikipedia). In addition to connecting with different countries easily, English brings us better job opportunities. At present, many foreign investors live and work in Vietnam, so using proficient English language is a good condition to be able to have a chance of getting a good job with an expected salary. Furthermore, English is very necessary for those who wish to travel or study abroad because it helps them communicate and understand native people's speech, culture, or cuisine deeply. As a result, English currently becomes one of the most popular languages in the world.

However, learning English is a long-term process that the learners spend a lot of time studying and practicing the whole four skills (listening, speaking, reading, and writing). Listening is one of the most important skills in learning English. Hamouda (2013) said that "*Listening skill is very important in acquiring understandable input. Learning does not occur if there will not be any input*". It is obvious that listening is very essential and learners should be interested in listening at first in learning the English language. Furthermore, Pourhosein Gilakjani and Mohammadreza Ahmadi (2011) expressed that "*Listening has an important role in the communication process*". Indeed, when language learners have good listening abilities, it is obvious that they can know clearly about vocabulary, pronunciation, and meaning. This helps them communicate effectively that they are not afraid to make mistakes. In short, listening skills for English learners has importance in studying a new language, especially in process of communicating and receiving messages. However, learning to listen is a challenge for them because some of them think that listening is not as important as other skills, so they spend less time to focus on it. This results in listening skills which is one of the worst skills in their studying English. Typically, English majored freshmen at Tay Do University get many problems in studying listening subject. Their listening scores are always lower than other skills due to the students are very passive and neglectful in learning to listen. Moreover, they cannot identify their problems as well as how to overcome those problems.

In general, the problems they encounter that related to linguistics (including vocabulary, grammar, pronunciation, intonation, and accent), background knowledge, and some other elements as well. Understanding those problems above, the researcher decides to survey about "*Some common difficulties in listening of English majored freshmen at Tay Do University*" with the hope that freshmen of English major can realize their difficulties, overcome it and improve their listening skills.

1.2 The significance of the research

Listening is considered as a challenging subject that many students are neglectful and bored in the process of studying English. Therefore, this research is done to find out the difficulties that English majored freshmen at Tay Do University are facing in English listening skills. Moreover, based on the problems shown in this study, students can realize their difficulties. Since then, they will have much more motivation in studying listening, overcome their shortcomings, and improve their listening skills better.

1.3 The organization of the research

The research includes five chapters

Chapter I: Introduction

Chapter II: Literature review

Chapter III: Research aim – Research question – Hypothesis

Chapter IV: Research methodology

Chapter V: Expected outcome.

2. Literature review

This review literature chapter defines the definition of listening (1), its importance (2) and the difficulties in listening which consist of linguistics elements (vocabulary, grammar, pronunciation, intonation and accent), background knowledge, and other elements (psychological obstacle, the length and the speech rate) (3).

2.1 Definition of listening and its importance

2.1.1 Definition of listening

The term “listening” has been defined by many researchers. First of all, according to Howatt and Dakin (1974), *“listening is the ability to identify and understand what others are saying. This process involves understanding a speaker’s accent or pronunciation, the speaker’s grammar or vocabulary, and comprehension of meaning”*. This statement showed that listening is an active process which is required the high attention to be able to acquire and understand what the speaker shows. Besides, Purdy (1997) said that *“listening is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages”*. It can be seen that listening is a process of receiving what the speaker says, making and showing meaning with the speaker and answering, and creating meaning by collaboration, attention and sympathy.

Also, according to Brown (2001), *“listening is not merely the process of unidirectional receiving of audible symbols”*. He supposed that *“one aspect of listening comprehension which is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain”*. Therefore, there are three elements in listening including the sender, the message and the listener. Furthermore, Scott Shelton (2008) stated that *“listening effectively is a demanding and involved process. One must be able to deal with different accents or pronunciation, unfamiliar lexical items and syntactic structures, competing background noise, and also make a conscious effort to not switch off or become distracted while listening. All of this must be achieved and dealt with more or less simultaneously to identify and understand the meaning in any given message”*.

In short, these above definitions are given to clarify the nature of the listening skills which is very essential in the process of studying a new language and helps learners deeply understand listening.

2.1.2 The importance of listening

Listening plays a vital role in the lives of people today. First of all, listening is the first important skills in studying a new language. According to Underwood (1989), *"a child receives listening as the first skill comes from observation of how a child acquires the mother tongue"*. When a child was born and knows nothing. The first action of the child is listening to be able to speak by indicating what his parents' teaching. Gradually, he will understand the meaning of his parents' words and respond correctly through listening. Similarly, for people who want to improve a language, listening should be focused first before focusing on speaking, reading and writing because listening is a decisive factor in the proficiency of language learning.

Moreover, Kim (2014) also emphasized *"Developing listening skills is the most fundamental and important factor in language learning to improve other three language skill"* or Barket (1971) said, *"Listening can also help students build vocabulary, develop proficiency language, and improve language usage "*. Truly, being able to study the new language well, learners should have an interest in listening skills at first.

Besides, listening makes an effective communication. According to Rost (2009), *"listening helps us to understand the world around us and is one of the necessary elements in creating successful communication"*. Indeed, listening helps people understand problems, gather information and improve their ability to interact with speakers effectively. Especially, based on the speaker's vocabulary, grammatical structure, pronunciation, and tone, listeners can learn and avoid communication errors. Since then, their speaking skills could be improved and they feel confident and comfortable in communication.

Furthermore, listening makes people become more closely. Michael and Deborah (1997) stated that *"Listening established us in our real-life situation and enabled us to maintain meaningful relations with family, friends and professional associates"*. Listening is very significant because it helps us build relations to learn the experience, understand the others' thoughts, characters and their hobbies. Since then, there are possibilities to succeed in life and create close relationships between people.

In short, listening is a key life-skill in everyone's life. It is not only the top skill of acquiring a new language but also the skill that helps us communicate effectively as well as creates better relationships. Therefore, English learners should pay attention to listening skills to be more successful.

2.2 Difficulties in listening to English

Studying the English language is uneasy. To study well, learners must concentrate on four skills (listening, speaking, reading and writing) for a long time, particularly in listening skills. To be a good listener, students need to equip themselves with great knowledge to support in listening such as vocabulary, grammar, background knowledge, etc. However, lack of those given standards, students have to face many disadvantages in their listening. Therefore, the researcher states some common problems in this study that cause many obstacles for students in listening.

2.2.1 Difficulties related to linguistics

Linguistics knowledge is one of the principal elements to support students in listening to English efficiently including vocabulary, grammar and pronunciation, intonations and accents. In fact, vocabulary is concerned firstly.

2.2.1.1 Vocabulary

Vocabulary is considered a very crucial element that students need to learn first because vocabulary is the core material for students in studying the English language in general as well as listening skills in particular. According to Chastain (1988), "*The lack of needed vocabulary is the most common cause of students' inability to say what they want to say during communication activities*". Vocabulary inefficiency can be a major problem for students; they do not easily express their thoughts and listen to understand what others are saying exactly. With the same opinion, Wilkins (1972) said that "*without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed*". This statement shows that vocabulary is indispensable for beginning to study the English language.

Besides, vocabulary is the main component that promotes other skills better. Richard and Renandya (2002: 255) stated that "*vocabulary is a core component of language proficiency and provides much of the basis for how to learn speak, listen, read and write*". Truly, when English learners know a lot of vocabulary, they will be proficient in using words to speak, listen, read, or write in specific contexts and understand the meaning clearly. On the contrary, it is hard without enough vocabulary. Therefore, vocabulary is a leading factor that should be interested priority.

In fact, learning vocabulary is always a big problem for students in the language learning process because memorizing vocabulary is not simple and it takes a long time to improve the amount of vocabulary. Therefore, when listening to new or polysemantic words, students usually stop a few seconds to think of it and then they miss the next information that makes students difficult to continue listening and understand the meaning of the content correctly. "*If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised*" (John & Shane, 2004:4). In short, it can be seen that lack of vocabulary is the reason causing the difficulties in listening. What's more, grammar is another factor that has a great impact on listening skills.

2.2.1.2 Grammar

Grammar is also a big impediment affecting students' listening ability. Wikipedia stated that "*English grammar is how meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts*". In other words, grammar is defined as "*the rules of how words change their form and combine with other words to make sentences*" (according to the Cambridge Advanced Learners Dictionary). It can be said that grammar is the backbone of a language that students must comprehend. Thanks to it, students can clearly distinguish the meaning of each word and sentence in the specific situation in order to understand accurately what

speakers express in the listening process. Oppositely, lack of grammar knowledge will lead to a misunderstanding of what speakers say. In general, no one can deny grammar's dominance in listening.

However, students often do not focus on grammar because they think that grammar is less important than the four main skills. Thus, they frequently make mistakes in speaking, writing and even listening skills. In particular, when listening to several new grammar structures or grammar structures that look the same, freshmen students of English major at Tay Do University are often troubled, confused or even unknown what speakers are saying. This leads to the failure in their listening. In short, grammar is a big complication for students in the listening process.

2.2.1.3 Pronunciation, accents and intonations

Pronunciation is an extremely important element in communication, especially in listening. Whether students are good at listening skills or not that depends on their pronunciation knowledge. Gilakjani (2012) said that *“learners with good English pronunciation are likely to be understood even if they make errors in the other area, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect”*. Actually, students who are expert at pronunciation, they will confidently show their ideas and even precisely listen to a message from others. On the opposite, poor pronunciation can cause negative misunderstanding or failure in communication as well as in the listening process. In other words, as stated by Cook (1996), *“learning to pronounce a second language means that building up new pronunciation habits and overcoming the bias of the first language”*. To be a good English listener or to be successful in learning a foreign language, pronunciation should be taken into consideration first. Remarkably, most of students often encounter many difficulties in learning pronunciation. When they practice how to pronounce an English word, their mother tongue has affected their pronunciation that makes them produce unclearly and unnaturally. This causes a difference between the students' and the native speakers' pronunciation. Therefore, they are hard to identify the words that speakers are saying. Moreover, there are many new words that students have never known its pronunciation leading to the strange for students when listening. In brief, pronunciation is also a drawback for students in listening skills.

In addition to pronunciation, accent is also an obstacle for students in listening. Nowadays, English is used as a second language in many countries on over the world, so students often have to deal with a variety of accents in listening such as American, British, Australian, Indian accent and so on. In fact, those different accents make students very difficult to listen effectively. According to Yagang (1994), *“the listeners have a tendency to get familiar with the accents which they mostly listen to. If listeners are exposed to standard British or American accents, they will face problems in understanding other accents”*. Indeed, English majored students often focus on listening to American and British accents and they are used to listening to these accents, so when listening to other accents, they get strident and listen ineffectively. As a result, the accent is one of the factors that results in failure in listening.

Finally, the problem English learners face in listening that is intonation. According to Renard (1975), *"intonation is a very important feature because it conveys a range of meaning, motivation or situation beyond the actual meanings of words in the sentence"*. Actually, intonation decides the meaning of a sentence in the context. Depending on the speakers' intonation that is rise or fall, students can know what speakers' ideas and emotions are. Similarly, Peter Roach (2009) provided an example *"If the word 'right' is said with the pitch of the voice rising, it is likely to be heard as a question or as an invitation to a speakers continue, while falling pitch is more likely to be heard as confirmation or agreement"*. Actually, intonation is very crucial in listening comprehension. Thus, if students cannot realize the speakers' intonation, they will misunderstand what speaks express in the listening process. What's more, according to Wei (2004), *"one of the reasons why listening is a difficult skill to acquire may be related to various features of spoken language like the use of intonation, tone of the voice, rhythm, etc."* This is an accurate remark. If students do not pay attention to intonation, it will be hard to recognize that the same sentences with dissimilar intonation will have a different meaning. It can be said that intonation is the element causing misunderstanding a lot in listening.

In summary, pronunciation, accents and intonations are the obstacles that lead to the failure in students' listening skills.

2.2.2 Background knowledge and unfamiliar topics

Background knowledge is a key component for students to listen to English successfully. According to Proverb (1990), *"background knowledge includes knowledge of target culture, knowledge of currents affairs, arts, politics, and literatures"*. In other words, Brody (2001) stated that *"background knowledge refers to concepts, experiences, information, and text structures that relevant to a text understudy"* (p.241). From these statements, it can be seen that background knowledge is the knowledge that students have gained during their studies and lives. Thanks to it, students' listening comprehension will be more effective because they already have the knowledge of relevant information such as the special or implicating meaning of vocabularies, grammar structures and sentences in that context or topic. As Gebhard (2000) told that *"background knowledge relates to our world experiences and expectations that we have. This knowledge is very important when we consider the language processing problems for students"*. Therefore, background knowledge is essential for students in listening.

On the other hand, poor background knowledge will cause many difficulties for students while listening. As Samuels (1984) said that *"if a person has mastered the skill of analyzing speech accurately and automatically, lack of basic background knowledge can cause reduced listening comprehension"*. In fact, lack of background knowledge frequently makes students difficult to listen well. Moreover, students often listen to many topics in class which consist of familiar and unfamiliar, so when the listening contains new words, terms or terminology that relates to new culture or fields, they are hard and troubled to understand what speakers say. These cause students' bored and apathetic attitude and the failure in listening.

To sum up, background knowledge and unfamiliar topics are the factors impacting on students' listening ability.

2.2.3 Other factors causing difficulties in English listening of students

2.2.3.1 Psychological obstacle

The psychological obstacle is one of the most complicated factors affecting students' listening English. Psychological obstacle refers to negative states while listening, which limits the ability to receive information of students and makes them anxious when listening. According to Horwitz ET all cited in Nascente (2001), "*Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language*". Indeed, anxiety is one of the most common states of students when listening. Usually, students are nervous and stressed in facing a difficult listening part, unfamiliar topic, or even a normal listening content that they are actually able to listen to, but their anxiety makes them narrowed with the information in listening. It fails in listening.

As Scarcella and Oxford (1992) stated that "*Listening anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them. This anxiety is exacerbated if the listeners are under the false impression that they must understand every word they hear*". In fact, the lack of self-confidence often appears when listening to English of many students. Listening is a challenging subject, so students often think that they cannot manage it well. This completely affects their listening ability and makes them easily depressed. Remarkably, boredom and inattention also affect the level of listening of students. These states occur when students are indifferent to the topic or lack motivation or when they cannot follow and understand some of the words in the listening process that lead to distraction on what they do not recognize and what are going on. Yagang (1994) said that "*the listening comprehension process is also a relatively complex psychological process*". In psychology, "*It is stated that when a person feels nervous or anxious he or she may not be concentrated. When one felt uncomfortable, his or her ability to listen is greatly reduced*". In brief, psychological obstacles have some influence on students' listening abilities.

2.2.3.2 The length and speech rate

The length and speech rate are also the elements that make students worried in listening. Firstly, when the length of a listening part of a conversation is too long, it is difficult for students to remember the information delivered and makes them not concentrated to listen. Missing the information can make the students confused and stop a few seconds during the listening process. This leads to ineffective listening. Secondly, failing to control the speaker's speed also causes obstacles for students while listening. According to Underwood (1989) stated that "*The students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak*" and "*Speed can make listening passage difficult. If speakers speak too fast, students may have serious problems understanding second language words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension*". It is completely right. In fact, when students listen to the text with a rapid speech rate, it is

very hard to comprehend what is going on even though students are similar to the words that are spoken. A real example that when the instructors speak about any problems in the classroom at a rapid rate, students often do not keep up with their teachers' saying because they cannot control the speed of speech, so they will ask their teachers to speak slower for them to understand the content more effectively. In brief, Flowerder and Miller (1996) stated that *"their subjects unanimously rated speed of delivery as one of the greatest obstacles to understanding"*. It is obvious that the length and speech rate are the obstacles causing the difficulties in listening.

3. Research Aims – Research Questions – Hypothesis

This chapter states the research aims (1), research question (2) and hypothesis (3).

3.1 Research aims

This study aims to find out the difficulties in listening of English majored freshmen at Tay Do University. In addition, this study is expected that student can realize their problems, overcome them and improve their listening skills better.

3.2 Research questions

The research is designed to deal with the following questions:

- 1) Are there any difficulties in listening of English majored freshmen at Tay Do University?
- 2) What are the difficulties for English majored freshmen at Tay Do University in listening English?

3.3 Hypothesis

According to English majored freshmen at Tay Do University, listening is one of the most difficult subjects in the English learning process. Thus, through the literature review and research questions, it is hypothesized that linguistics, background knowledge and unfamiliar topics, psychological obstacle, the length and the speech rate are the factors that make students difficult in listening. Remarkably, depending on these problems, students can realize their shortcomings and overcome their weaknesses. Since then, they will have more motivation in listening and improve their listening skills.

4. Research methodology

This chapter presents the design (1), participants (2), instruments (3) and procedure of the research (4).

4.1 Design

The research is supposed to find out common difficulties that English majored freshmen at Tay Do University get in the process of learning listening subject, so answering the

research question and hypothesis is the main purpose in this design. First of all, the research begins with examination sheets about which problems make students hard when listening. Next, the questionnaire is designed as an instrument to survey students' problems. Also, the paper interview is created and given to 20 students who freely answer the question mentioned on paper. Finally, the research data is collected and then analyzed to show the common difficulties in listening of English majored freshmen.

4.2 Participants

The participants in this study are 100 English majored freshmen course 13, chosen randomly (including students in class English 13A, 13B and 13C) at Tay Do University who are from 18 to 20 years old. Though they are from different areas, their learning level is similar. Most of them have been learning English from 7 to 11 years at school and English is considered as their major. Importantly, they will be delivered the questionnaire and the paper interview related to common problems that they encounter in listening.

4.3 Instruments

Questionnaire and paper interview are two main instruments of the research. The questionnaire is used to gather students' background information and survey the issues causing the obstacles in students' listening. Moreover, the paper interview is also designed to get detailed information about students' problems clearly and then confirm the hypothesis faithfully.

4.3.1 Questionnaire

The questionnaire has two parts. The first part includes seven questions related to students' background information such as where students live, how long students have been learning English, how students' listening ability, and how students' attitude toward listening, etc. Next, in the second part, fourteen statements are listed in a table. Statement one and two show the importance of listening, and from the third statement to the fourteenth statement are the ones describing students' difficulties in the listening process. Students show their ideas by checking only one column for each statement according to the 5-degree scale, namely (1) strongly agree, (2) agree, (3) no idea, (4) disagree, and (5) strongly disagree.

4.3.2 Paper interview

Paper interview includes five questions which consist of the role of listening in real life, students' thoughts of studying listening, how students spend time in self-study at home, which problems students face in listening and how students overcome those problems. Students are free to share their ideas and write them down on paper, which helps the research become more and more specific and faithful.

4.4 Procedure

The research has been done within 12 weeks which are divided into 5 steps in the following table:

Table 1:

Duration (12 weeks)	Activities in study process
Step 1: First week	<ul style="list-style-type: none">- Meeting and introducing the topic of the study to supervisor- Receiving reference materials- Designing the questionnaire and paper interview
Step 2: From second week to sixth week	<ul style="list-style-type: none">- Getting supervisor's guidance- Searching for materials related to the research- Writing chapter 1 and 2. Then, bringing to supervisor- Correcting the questionnaire and paper interview
Step 3: From seven week to ninth week	<ul style="list-style-type: none">- Getting supervisor's guidance- Writing chapter 3 and 4. Then, bringing it to supervisor- Correcting mistakes in chapter 1 and 2
Step 4: From tenth week to eleventh week	<ul style="list-style-type: none">- Getting supervisor's guidance- Writing chapter 5. Then, bringing to supervisor- Correcting mistakes in chapter 3 and 4
Step 5: Twelfth week	<ul style="list-style-type: none">- Writing uncompleted parts in the research- Supervisor checks the research and give some advices- Correcting the whole research- Completing the paper

5. Expected Outcome

Listening plays a vital role in studying English language. However, learning the listening subject sounds like a challenge. English majored freshmen face many difficulties in listening, which relate to linguistics, background knowledge as well as other factors including psychological obstacles and the length and speed rate of the speech.

First of all, the factors make students difficult in listening to English which relevant to linguistics. In particular, lack of vocabulary is a disadvantage for students while listening.

This makes students limited in understanding the content and miss important information in the listening content. Moreover, poor knowledge of grammar is also a big barrier in the listening process; students easily misunderstand the meaning of listening content. Besides, students also have difficulties in listening due to poor pronunciation knowledge and facing various accents and different intonations. As a result, the linguistics complication affects students' listening ability.

Second, in addition to linguistics, obstacles that cause many difficulties for students in listening are background knowledge and unfamiliar topics. It is hard for freshmen students majoring in English at Tay Do University to understand the implying or special meanings of a new topic or field when they do not have the efficient background knowledge. Therefore, poor background knowledge and listening to unfamiliar topics will cause the listening failure of them.

Third, psychological obstacle is also an important element affecting students' listening ability. Most students are often nervous and stressed when the teachers give them a listening lesson or listening test in class. This leads to students' listening skills becoming narrow and limited. It can be said that students' psychology decides to whether their listening ability is good or bad.

Last but not least, the length and speech rate are the obstacles for students in listening. A long listening lesson will make students difficult to concentrate on remembering the content of the listening and even forget important information. The failure to keep up with the speed of listening also affects receiving the speaker's information. It is obvious that students are troubled in listening to the speech of the long listening text and fast speed rate.

In short, the researcher assumes some common difficulties of students in listening for them to find the best ways to overcome their limitations. This study is expected that students can recognize their shortcomings and improve their listening skills in the process of studying English language by their own appropriate methods.

Conflicts of interest statement

The authors whose names are listed immediately below certify that they have NO conflicts of interest, authorship, and disclosures in publication. They confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

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Appendix 1: Questionnaire For Students

Dear students,

My name is Tang Thi Dieu and I am a senior of English major. This questionnaire is one of the useful instruments for my research about **“Some common difficulties in listening of English majored freshmen at Tay Do University”**. Please take your time to fulfill these following question carefully because your answer are important information to my research. Thank you very much.

Student’s full name:.....

Gender: male o female o

Class:.....

Age:.....

Part 1

Please read the following questions and circle the appropriate answer to your opinion. Give the specific answer if needed.

1. Where are you from?

- a. Urban area/ city
- b. Rural area/ countryside

2. How long have you studied English?.....years

3. In your opinion, which are the most difficult skills ?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

4. How do you feel when listening to English?

- a. Bored
- b. Excited
- c. Easy
- d. Difficult
- e. Other ideas.....

5. What do you think about listening subject?

- a. Very important
- b. Important
- c. Normal
- d. Not important
- e. Not important at all

6. How is your listening skill?

- a. Very good
- b. Good
- c. Normal
- d. Bad

e. Very bad

7. How much time do you spend practicing listening a day?

- a.hour(s) a day
- b.minute(s) a day

Part 2

Please read the following statements and check (ü) only one column for each statements in the following table according to the 5-degree scale, namely

- a. Strongly agree
- b. Agree
- c. No idea
- d. Disagree
- e. Strongly disagree

Statements	(1)	(2)	(3)	(4)	(5)
1. Listening plays an important role in studying English as well as in daily life.					
2. To be good at listening skill helps me communicate more fluently and confidently.					
3. I do not understand the content of the listening text exactly because of lack of vocabulary.					
4. A word with more than one meaning makes me uneasy to choose a suitable meaning to understand the listening content.					
5. I do not understand a meaning of some sentence structures in listening part because I am not good at grammar.					
6. There are many grammatical structures that look the same causing the misconception about meaning.					
7. I do not listen the text well because there are many different speaker's accents and intonations.					
8. I do not know pronunciation of key words that makes me difficult to understand the listening content.					
9. Lack of background knowledge is one of the big obstacles that affect my listening skill.					
10. I do not understand whole the listening part when it is an unfamiliar topic.					
11. I feel uncomfortable to concentrate on listening test because of noise.					
12. I am always stressful and nervous when listening English.					
13. The speech of the listening text is so fast that I do not follow and understand the content of the listening.					
14. Long listening texts make me difficult to concentrate on memorizing the main content.					

Thanks for your help!

Appendix 2: Paper Interview

Dear students,

*My name is Tang Thi Dieu and I am a senior of English major. This paper interview is one of the useful instruments for my research about “**Some common difficulties in listening of English majored freshmen at Tay Do University**”. Please take your time to fulfill these following question carefully because your answer are important information to my research. Thank you very much.*

Student’s full name:.....

Gender: male female

Age:

Class:.....

1. How do you think about roles of listening in learning English?

.....
.....
.....
.....

2. Do you like listening English? Why or why not?

.....
.....
.....
.....

3. How do you improve your self-study listening at home?

.....
.....
.....
.....

4. What difficulties do you often face when listening English? (vocabulary, grammar, pronunciation, background knowledge, ect)

.....
.....
.....
.....

5. In your opinion, what should we do to overcome the difficulties in listening?

.....
.....
.....
.....

Thanks for your help!

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